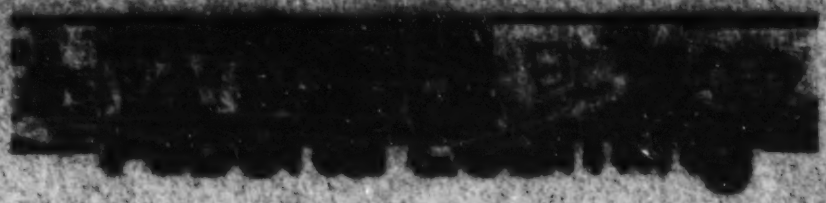
Curriculum Handbook *for* Parents

2002-2003

Catholic School Version

GRADE 3



This document, along with most Alberta Learning documents, can be found on the Web site at http://www.learning.gov.ab.ca.

Parent documents referenced in this handbook, along with most Alberta Learning documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–5775
Fax: 780–422–9750
Internet: http://www.lrc.learning.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@learning.gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@learning.gov.ab.ca

Learner Assessment Branch
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: assess.contact@learning.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@learning.gov.ab.ca

Learning Technologies Branch
Telephone: 780–674–5350
Fax: 780–674–5361
E-mail: ltbgeneral@gov.ab.ca

Special Programs Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: SpecialEd@learning.gov.ab.ca

ISBN 1453–1667

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Alberta Learning gratefully acknowledges the contribution of the Alberta Home and School Councils' Association in facilitating parent input into this Curriculum Handbook.

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Catholic School Version

GRADE 3

This Curriculum Handbook provides parents with information about the Grade 3 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Learning Web site where more information can be found
- a feedback form.

Table of
Contents

Message from the Minister of Learning iii
Letter from Archbishop Thomas Collins iv
Information for Parents v
Helping Your Child at Home v
Schooling in Alberta vi
Aboriginal Education vii
Personal and Career Development vii
Supports for Learning viii
English as a Second Language viii
Special Needs viii
Distance Learning viii
Assessment ix
Achievement Tests ix
School Councils ix
School Fundraising and Fees ix
Overview of Grade 3 1
Religious Education 2
Required Subject Areas 6
English Language Arts 6
Mathematics 8
Science 9
Social Studies 10
Information and Communication Technology 11
Physical Education 12
Health and Life Skills 14
Art and Music 15
Optional Subject Areas 16
Drama 16
Languages Other than English 16
Feedback Form 21

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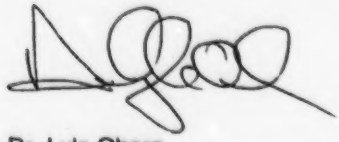
Message from the Minister of Learning

Alberta has one of the best education systems in the world. One of our many strengths is our excellent curriculum. It ensures that Alberta students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

As a parent, you play a vital role in the education of your child. When you know what your child is learning in school, you are able to reinforce that learning at home. In order to help parents in this process, Alberta Learning has published the *Curriculum Handbook for Parents* series. We are excited that this year's edition was redesigned with input from parents. The *Handbook* has been modified to have more parent-focused information in a user-friendly format.

In addition to a strong curriculum, there are many other reasons why we have a world-class learning system. Our system offers parents choices in the type of education that will best meet the needs of their children. It provides innovative and quality learning opportunities for future success. Also, another vital component is that all education partners, including parents, teachers, principals, superintendents, trustees and other members of our community, work collaboratively to ensure our learning system continually meets the needs of students.

Alberta students are our future. Together, we can ensure that every student has a solid foundation from which to learn, grow and succeed.



Dr. Lyle Oberg
Minister of Learning

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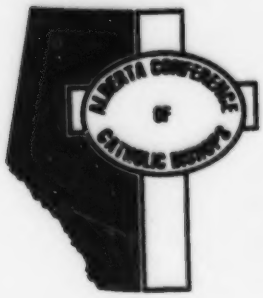

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning.

+ Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

8421 – 101 Avenue, Edmonton, Alberta T6A 0L1 ♦ Tel.: (780) 469–1010 ♦ Fax: (780) 465–3003

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Information for Parents

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning.

Parents can access information about the curriculum and learning resources in a number of ways:

- They can communicate with teachers or the school.
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp — **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Learning Web site or for purchase from the Learning Resources Centre (LRC).
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp — **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Learning Web site.
- http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ — **Alberta Programs of Study** contain learning outcomes for each subject area from Kindergarten to Grade 12. They are available on the Alberta Learning Web site or for purchase from the LRC.
- http://www.learning.gov.ab.ca/lrdb — The Authorized Resources Database on the Alberta Learning Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.
- http://www.learning.gov.ab.ca — The **Alberta Learning Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

- *The Parent Advantage*—Tips and strategies for helping with homework in grades 1 through 9.
- http://www.learning.gov.ab.ca/parents/mathprbk.pdf — *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.
- http://www.learnalberta.ca — *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.
- http://www.2learn.ca/ — *TELUS 2Learn* Web site—An education–business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

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Schooling in Alberta

School provides students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

http://www.learning.gov.ab.ca/educationguide/default.asp

The *Guide to Education: ECS to Grade 12*, available on the Alberta Learning Web site or for purchase from the LRC, provides general information about Kindergarten to Grade 12 schooling.

In Alberta, a **provincial curriculum** describes what students are expected to know and be able to do in each subject at each grade level. The provincial curriculum is organized into **programs of study**, which are developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Changes in curriculum are made to ensure that students across the province have the knowledge, skills and attitudes necessary to meet the demands of a complex and ever-changing world. Revisions may be minor, such as updating a resource list, or they may be major, when the needs of students and society change as new knowledge becomes available. Included in any major revision process is a review of learning and teaching resources and professional development needs of teachers.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the programs of study to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and Church teaching can be integrated with other subjects.

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Alberta Learning assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Learning indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.learning.gov.ab.ca

Authorized resources are available for purchase from the LRC.

Aboriginal Education

Aboriginal peoples throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that give attention to Aboriginal heritage perspectives. In addition, all students in Alberta should understand and be aware of Aboriginal cultures, lifestyles and heritage. Student and teacher resources have been developed by Alberta Learning to assist teachers.

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.learning.gov.ab.ca/k_12/specialneeds/teacherresourcescat.pdf

As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is available for purchase from the LRC.

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Supports for Learning

In every classroom and every school, students have individual needs. Teachers ensure that all students are involved in activities that help them build on their own level of learning.

Alberta students learn in a variety of ways—in schools, in the community, in small and large groups, and independently. Schools, supported by Alberta Learning, provide a variety of programs and services.

English as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible.

Special Needs

http://www.learning.gov.ab.ca/k_12/specialneeds/

http://www.learning.gov.ab.ca/educationguide/spec-ed/partners/intro.asp

School boards are required to provide each resident student with an education program, including access to special education programs. The following resources provide additional information. Check your child's school for availability.

- *Partners During Changing Times*—Information for parents of children with special needs
- *Programming for Students with Special Needs*—A series of resources containing information to help teachers better meet the needs of students, such as students who are gifted and talented, and those with learning disabilities, emotional disorders and/or mental illness

Distance Learning

http://www.lrc.learning.gov.ab.ca

http://www.learning.gov.ab.ca/ltb/400/courses.html

http://www.learning.gov.ab.ca/ltb/400/eproduct.html

The Learning Technologies Branch (LTB) develops print materials and materials for online learning.

- For information about purchasing distance learning materials, contact the LRC.
- For a listing of all distance learning courses available for purchase or study, go to the LTB Courses Web page.
- To see what electronic products are available, visit the Electronic Products Web page.
- For information about registering in a distance learning course, contact a distance learning provider, such as the Alberta Distance Learning Centre.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/fsl/team.asp

The French Language Services Branch develops distance learning courses for French language instruction. For courses available in French, contact the French Language Services Branch.

http://www.adlc.ca/home/

The Alberta Distance Learning Centre (ADLC) provides distance learning courses and programs to students throughout the province of Alberta and the Northwest Territories. It also serves a small number of Alberta students who are temporarily living in other provinces and countries. Students have the option of submitting assignments over the Internet. The ADLC also operates a virtual school.

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Assessment

Achievement Tests

http://www.learning.gov.ab.ca/k_12/testing/default.asp

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write tests in English language arts and mathematics; Grade 6 and Grade 9 students write tests in English language arts, social studies, mathematics and science.

Grade 3 students in Francophone and alternative French programs write the test in English language arts and the French form of the mathematics test. Students in Francophone and alternative French programs in grades 6 and 9 write the tests in English and French language arts and the French forms of the other subject area tests.

Group results of the achievement tests are provided to schools and school authorities, and summary results are provided on the Alberta Learning Web site. Individual student results are provided to the school for each student's educational record and are to be provided to the student's parents.

Information about provincial achievement testing in grades 3, 6 and 9 is available on the Alberta Learning Web site. As well, information is provided in the Alberta Learning publications entitled *Parent Guide to Provincial Achievement Testing* and *Guide des parents Programme des tests de rendement provinciaux*. The parent guides for Grade 3 and Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. These publications may also be obtained from the Learner Assessment Branch, Alberta Learning.

School Councils

http://www.ahsca.ab.ca

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds to support them within their schools. They may also be involved in fundraising for enhancements to core education programs. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils Association.

School Fundraising and Fees

http://www.asba.ab.ca/advisories/policy-fundraising.pdf

Decisions regarding fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy. The guidelines state fundraising should not be done for core items such as textbooks. Some fundraising is appropriate for things like athletics uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents did not contribute.

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http://www.asba.ab.ca/advisories/policy-fees.pdf

School fees are determined by the local school board or by the principal in consultation with the school council and within policy guidelines established by the board. Local policies can include waiving fees or extended payment allowances where parents are experiencing financial difficulties. In September 2000, the Alberta School Boards Association provided guidelines to school boards to assist them in establishing an appropriate policy. A primary objective is to ensure that fees are not being charged for core items. ASBA also advised boards that parents need to know what the funds will be used for and what will be done with any surplus funds.

Fees may be charged for supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

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Overview of Grade 3

In Grade 3, students study required subject areas. Optional subject areas may be available at the local school. Students have access to 950 hours of instruction during a school year.

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 3 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Learning Web site or from the LRC.

Required Subject Areas. ***Students take:***						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Optional Subject Areas. ***Schools may offer:***	
Drama	Languages Other than English*

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

New courses for the 2002–2003 school year:

- Health and Life Skills

Courses under revision:

- Social Studies
- Ukrainian Language Arts

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith and live Christian lives.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and also use as prayer.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student's life experience and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 3 Religious Education Program invites students to explore their belonging to God in the community of faith, the Church. The students study the Church as the people of God gathered in the Spirit of the Lord Jesus. They reflect on the Church as a visible expression of God's Spirit among us, as a community which gathers those who follow Jesus to express and celebrate faith in him, and, to live and act through his Holy Spirit.

Students explore these themes through the study of 10 units:

Unit 1

We welcome and gather in the Spirit.

The students welcome one another, get acquainted, begin to create their classroom environment and gather their hopes and dreams for the year. They reflect on God's dream of gathering people into one family. The students celebrate and savour that dream.

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Unit 2 — **The Holy Spirit *gathers and feeds* us at Eucharist.**

The students deepen their experience of gathering and focus on the Eucharist as the central act of gathering the Christian community. They begin to see the eucharistic action as the activity of the Holy Spirit working toward God's dream of gathering all people into "one body, one spirit, in Christ". The students engage in the preparation and celebration of the Eucharist.

Unit 3 — **The Holy Spirit calls and anoints us in Baptism and Confirmation.**

The students reflect on the Eucharist and on their membership in this assembly of God's people. They explore Baptism and Confirmation as ritual celebrations of their initiation into Christ. As they explore these they begin to recognize that the sacraments of initiation call and empower everyone to serve others.

Unit 4 — **The Holy Spirit comes upon Advent people.**

The students are invited to experience the true meaning of the season of Advent. Through ritual, symbol and story they enter into the hopes and expectations of the season, to better understand the meaning of God's coming among us, and to see how Jesus continues to come into our lives today. The students celebrate the hope of God's dream to gather all people together into Christ.

Unit 5 — **The Holy Spirit dwells in Jesus.**

The students are invited into the mystery of Christmas and the celebration of God's dwelling among us. They begin to explore the activity of the Holy Spirit in Jesus' ministry and how this power of the Spirit helps Jesus to accomplish God's dream.

Unit 6 — **The Holy Spirit dwells in the followers of Jesus.**

The students explore how Jesus, filled with the Holy Spirit, begins the gathering of God's people through the calling of men and women as disciples. They are invited to see the working of the Spirit in the new community called the Church. The students enter into the stories of people who are witnesses to the actions of the Spirit in our time.

Unit 7 — **The Holy Spirit fills the whole earth.**

The students are invited to see all of creation as Spirit filled and to recognize the role and responsibility of human beings in caring for God's creation. As "images of God" they see that what they do can make a difference. They are invited to praise and bless God for creation.

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Unit 8 — **The Holy Spirit reconciles people.**

The students explore the experience and reality of evil, and the activity of the Holy Spirit as the power that makes reconciliation and forgiveness possible in our world. They reflect on Jesus' understanding of forgiveness, and on their own readiness to celebrate the Sacrament of Reconciliation. They reflect on the love of God as shown in the Passion of Jesus and how this love heals our sin and division.

Unit 9 — **The Holy Spirit gives new life.**

The students savour the Easter feast and enter into the mystery of new life in the Spirit. They hear about people who have experienced the power of Jesus' resurrection in their lives and begin to see how that "new life in the Spirit" is witnessed in the actions of people.

Unit 10 — **The Holy Spirit is alive.**

The students are invited to enter into their participation of the great gathering of God which is the Church. They gather with the community to listen to God's word and recite the Creed, symbolizing who we are in Christ.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are encouraged to contact their parish to begin their immediate preparation for the sacraments.

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The Religious Education Program interprets for the student what the *Catechism of the Catholic Church teaches about our faith in a manner* appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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Required Subject Areas

The required subject areas are the foundation of the elementary program.

Required Subject Areas. ***Students take:***						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

English Language Arts

View the English language arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/

The aim of the English language arts program is to enable students to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 3 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- discuss areas of personal accomplishment as readers, writers and illustrators
- ask for the ideas and observations of others to explore and clarify personal understanding
- experiment with arranging and recording ideas and information in a variety of ways

Comprehend and respond personally and critically to oral, print and other media texts

- share ideas developed through interests, experiences and discussion that are related to new ideas and information
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
- summarize the main idea of individual oral, print and other media texts
- describe the main characters in terms of who they are, their actions in the story and their relations with other characters
- add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot

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Manage ideas and information

- identify facts and opinions, main ideas and details in oral, print and other media texts
- ask topic-appropriate questions to identify information needs
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- record facts and ideas using a variety of strategies; list titles and authors of sources
- use titles, headings and visuals to add interest and highlight important points of presentation
- assess the research process, using pre-established criteria

Enhance the clarity and artistry of communication

- combine and rearrange existing information to accommodate new ideas and information
- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- understand and use vocabulary associated with keyboarding and word processing
- use adjectives and adverbs to add interest and detail to own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing
- present ideas and information on a topic, using a pre-established plan
- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas
- rephrase, restate and explain the meaning of oral and visual presentations

Respect, support and collaborate with others

- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities
- demonstrate respect for the ideas, abilities and language use of others
- work cooperatively with others in small groups on structured tasks
- contribute ideas and information on topics to develop a common knowledge base in the group

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Mathematics

View the mathematics subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies
- use visualization to assist in problem solving, processing information and making connections.

The following learning outcomes are selected from the Grade 3 Mathematics Program of Studies.

Number

- develop a number sense for whole numbers 0 to 1000, and explore fractions (fifths and tenths)
- apply an arithmetic operation (addition, subtraction, multiplication or division) on whole numbers, and illustrate its use in creating and solving problems
- use and justify an appropriate calculation strategy or technology to solve problems

Patterns and Relations

- investigate, establish and communicate rules for numerical and non-numerical patterns, including those found in the home, and use these rules to make predictions

Shape and Space

- estimate, measure and compare, using whole numbers and primarily standard units of measure
- describe, classify, construct and relate 3-D objects and 2-D shapes
- use numbers and direction words to describe the relative positions of objects in one dimension, using everyday contexts

Statistics and Probability

- collect first- and second-hand data, display the results in more than one way, and interpret the data to make predictions
- use simple probability experiments, designed by others, to explain outcomes

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Science

View the science subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/science/

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

The following learning outcomes are selected from the Grade 3 Science Program of Studies.

Rocks and Minerals

- demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials
- study soil, learning that different soils have different compositions, and that components materials include rock fragments and remains of living things
- explore similarities and differences in various kinds of rock, using simple tests and tools

Building With a Variety of Materials

- safely use a variety of tools, techniques and materials in construction activities
- construct structures, using a variety of materials and designs
- compare the effectiveness of the various materials and designs for their intended purposes

Testing Materials and Designs

- compare paper, clay, cardboard, Styrofoam or other available materials to see which are strongest, which resist bending, crushing or tearing, and which are easiest to shape or join
- test different shapes or thicknesses of materials for strength and stability
- evaluate the suitability of different materials and designs for their use in a building task

Hearing and Sound

- describe the nature of sound
- learn about sound travel by studying things that carry sound
- learn what happens to sound when it reaches their ears
- demonstrate methods for producing and controlling sound

Animal Life Cycles

- observe the life cycle of one small animal, from earliest stages to adulthood
- compare the life cycle of insects with that of vertebrate animals
- describe the appearance and life cycles of some common animals and identify their adaptations to different environments
- identify requirements for animal care

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Social Studies

View the social studies subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/

The aim of the social studies program is to help students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in Canada and other countries.

The focus of the Grade 3 social studies program is communities—their history and their interdependence, and communities with a distinctive lifestyle.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

The following learning outcomes are selected from the Grade 3 Social Studies Program of Studies.

My Community in the Past, Present and Future

- understand that changes in their community have taken place in the past, are taking place today and will take place in future
- understand that people in the community contribute to change
- identify possible sources and locations of information; for example print, nonprint, interviews and surveys
- read and interpret map symbols on a map of the local area, and locate one's own community in relation to others in Alberta
- develop an interest in local history

Communities Need Each Other

- understand people have needs and wants
- understand that goods and services available in one community may differ from those available in other communities
- name, on a simple map of Canada, their province, country, and selected communities
- illustrate, on a map of Canada, the origin of goods used by one's own family
- learn to appreciate the importance of the exchange of goods and services among communities

Special Communities

- learn that people keep their customs and traditions in similar ways
- understand that people may change their customs and traditions
- understand that it is important to respect people who live in or belong to a special community

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.learning.gov.ab.ca/ict/outcomes/div1.asp

The ICT curriculum is not intended to stand alone as a course, but rather to be infused within English language arts, mathematics, science and social studies. Schools have until June 2003 to phase in the program. The outcomes are organized by divisions; Division 1 is Kindergarten to Grade 3.

Students learn about the nature of technology, how to use and apply a variety of technologies, and the importance of technology to self and society.

The following learning outcomes are selected from the Kindergarten to Grade 3 Information and Communication Technology Program of Studies.

Communicating, Inquiring, Decision Making and Problem Solving

- access and retrieve appropriate information from electronic sources for a specific inquiry
- process information from more than one source to retell what has been discovered

Foundational Operations, Knowledge and Concepts

- identify technologies used in everyday life
- describe particular technologies being used for specific purposes
- demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies

Processes for Productivity

- create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- edit complete sentences, using such features of word processing as cut, copy and paste
- read information from a prepared database
- compose a message that can be sent through communication technology
- communicate electronically with people outside the classroom

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Physical Education

View the physical education subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through these activities.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

The following learning outcomes are selected from the Grade 3 Physical Education Program of Studies.

Activity

Basic Skills

- respond to a variety of stimuli to create locomotor and nonlocomotor sequences

Application of Basic Skills

- select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
- select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
- perform and play lead-up games and demonstrate elements of space awareness, effort and relationships

Benefits Health

Functional Fitness

- describe the concept of energy required for muscles
- demonstrate and describe ways to improve personal growth in physical abilities

Body Image

- describe personal physical attributes that contribute to physical activity

Well-being

- describe the benefits of physical activity to the body

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Cooperation

Communication
- describe and demonstrate respectful communication skills appropriate to context

Fair Play
- identify and demonstrate etiquette and fair play

Leadership
- accept responsibility for assigned roles while participating in physical activity

Teamwork
- display a willingness to share ideas, space and equipment when participating cooperatively with others

Do It Daily ... for Life!

Effort
- express a willingness to participate regularly in physical education class
- describe factors that encourage movement and a personal feeling about movement

Safety
- demonstrate and participate in safe warm-up and cool-down activities
- tell about safe movement experiences in various environments; e.g., gymnastic equipment

Goal Setting/Personal Challenge
- set and achieve a short-term goal to increase effort and participation in one area of physical activity

Active Living in the Community
- describe types of physical activities people choose within the community and reasons for their choices
- make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted where appropriate.

Physical Education Online

http://www.learning.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:
- Program of Studies
- Teacher Resources
- Home Education

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Health and Life Skills

View the health and life skills subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The following learning outcomes from the Health and Life Skills Program of Studies are taught from a Catholic viewpoint and perspective.

Wellness Choices

Personal Health/Safety and Responsibility

- make responsible and informed choices to maintain and to promote safety for self and others. God gives us the gifts of life and health; we are called to care for and respect these precious gifts

Relationship Choices

Understanding and Expressing Feelings/Interactions/Group Roles and Processes

- develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions. The glory of God is in fully alive people who revere the dignity that all persons share by virtue of being created in God's image and likeness

Life Learning Choices

Learning Strategies/Life Roles and Career Development/ Volunteerism

- use resources effectively to manage and explore life roles and career opportunities and challenges. Our Christian vocation is to use our gifts, talents and the resources available to us in building God's reign of peace and love by serving others

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Art and Music

View the fine arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

The following learning outcomes are selected from the Grade 3 Art Program of Studies.

- make distinctions within classes of natural objects or forms
- assess the visual qualities of objects
- perfect forms and develop more realistic treatments
- improve compositions by refining, rehearsing and critiquing
- express a feeling or a message
- use media and techniques with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

The following learning outcomes are selected from the Grade 3 Music Program of Studies.

- understand that some music does not have a steady beat
- understand that two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants
- understand that changes in dynamics add to the effect of music
- recognize the instruments in the four families of the orchestra: string, woodwind, brass, percussion
- participate in folk, square or traditional ethnic dances
- sing two-part rounds and simple descants
- recognize 4/4 time signature
- create movement to demonstrate form in music

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Optional Subject Areas

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

Optional Subject Areas. ***Schools may offer:***	
Drama	Languages Other than English

Drama

View the drama subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

Languages Other than English

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Aboriginal Languages

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop originality and creativity
- develop a desire to improve competency in Blackfoot or Cree

French Immersion Program

http://www.learning.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

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There are many delivery models for French immersion present in Alberta schools:

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English program of studies, which is identical or comparable to the one used in the English program. The exception is Grade 1 to Grade 3 Social Studies. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

http://www.learning.gov.ab.ca/french/YYCHWE/Home.htm

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents.* It is available on the Alberta Learning Web site or for purchase from the LRC.

French Language Arts

http://www.learning.gov.ab.ca/french/FLA/default.asp

In Division 1, the French language arts program of studies is primarily intended to develop an oral vocabulary and basic syntax that will enable students to engage actively in classroom activities. By first learning the basics of the language orally, especially vocabulary, students are then able to confidently tackle the world of writing, since the words they encounter in their reading will have meaning. They will also have acquired words and basic sentence structures to express themselves in writing.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

The following learning outcomes are selected from the French Language Arts Program of Studies.

Oral Comprehension
- establish links between new information and what is known

Reading Comprehension
- read longer texts, with some unfamiliar aspects for information and enjoyment

Oral Production
- develop actions in sequence to report an event or tell a story
- recognize the importance of feedback to improve message quality

Writing
- write short stories to represent imaginary worlds
- select appropriate vocabulary to express ideas
- order words and use punctuation in increasingly complex sentences

French as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a second language may be offered as an optional program or it may be a

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compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the program in Grade 4, but others may begin earlier or later.

The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations
- acquire knowledge about local, provincial and national Francophone groups to become more aware of their presence and to understand them better
- develop French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each level has its own set of experiences. Students in elementary school generally focus on the Beginning level. As students work through this level, they develop their ability to understand and communicate in French.

http://www.learning.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/ab_public.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents*. It is available on the Alberta Learning Web site or for purchase from the LRC.

Ukrainian Language Arts

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/ukla.pdf

Ukrainian language arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and continues through to Grade 12.

The following learning outcomes are selected from the Ukrainian Language Arts Program of Studies.

- obtain information from others and from simple reference materials
- recognize in familiar situations their own opinions and feelings and those of others
- present information of personal interest in the classroom
- use literature and other art forms to reflect creatively upon personal experience
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and personal experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian in structured situations
- use learned vocabulary to convey meaning

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

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Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian, Polish and Spanish. These locally developed courses are based on local needs and demands, and may vary from year to year.

For more information on second language instruction offered in your area, please contact your local school board.

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